DOCUMENT RESUME

ED 260 500 EA 017 944

TITLE	A Survey of Promotion Policies and Practices in Pennsylvania Schools. Turning the Tide: An Agenda for Excellence in Pennsylvania Public Schools.
INSTITUTION	Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE	Mar 85
NOTE	41p.; For documents in same series, see ED 238 572, ED 250 425-426, ED 253 621, ED 254 902, ED 256 650, and EA 017 943.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Failure; Elementary Secondary Education; *Grade Repetition; Program Descriptions; *School Policy; *School Statistics; School Surveys; Student Certification; Student Evaluation; *Student Placement; *Student Promotion; Tables (Data)
IDENTIFIERS	Pennsylvania; Pennsylvania Department of Education

ABSTRACT

In the summer of 1984, the Pennsylvania Department of Education conducted a survey of promotion policies and practices in Pennsylvania schools in response to a request for information from the State Board of Education. This document presents the major findings from the analysis of data from the 423 school districts that completed the survey. A series of tables, with appended discussions, provide demographic information on the following: (1) distribution of respondents by class of district; (2) 1983-84 retentions; (3) 1983-84 retention rates (by grade level, statewide average, and district range); (4) written policies and guidelines; (5) credits required to pass; (6) district policy on the number of retentions; and (7) districts where promotion is permitted regardless of academic achievement. A concluding discussion identifies exemplary programs and practice related to promotion/retention in various schools throughout the state. Five appendixes provide instrumentation for the survey and selected narrative comments in response to survey questions, along with promotion and retention policies of the Commodore Perry School District, the Bellefonte Area School District, and the Shenandoah Valley School District. (TE)

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March 1985

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SUMMARY

In the summer of 1984, the Department of Education conducted a survey of promotion policies and practices in Pennsylvania schools in response to a request for information from the State Board of Education. The major findings from the analysis of data from the 423 school districts that completed the survey were:

- All of the 423 districts retained some students in 1983-84.
- A total of 67,958 students were retained by the 422 districts which reported retention data. This was 4.71 percent of the students enrolled in these districts.
- The average district retained 161 students.
- The lowest number of students retained in any one district was four and the highest number was 29,396.
- The lowest percentage of students retained was .36. The highest was 17.01.
- Students are being retained more than one time if necessary.
- Retention is increasing in some districts due to increased standards, expectations and graduation requirements.
- Retention is decreasing in some districts due to the use of remedial programs, efforts to alert parents of potential retentions and the use of appropriate instructional strategies.
- Most Pennsylvania school districts have a written administrative policy and/or guidelines on promotion/retention.
- Most district do not appear to have a board adopted policy on promotion/retention.
- Most districts seem to practice something between merit and social promotion.
- Pennsylvania schools have incorporated a number of special programs related to promotion/retention, such as transitional first grades and ungraded programs.

INTRODUCTION

In May of 1984, the State Board of Education requested information about promotion and retention practices in Pennsylvania public schools. Since the Department of Education did not already have the information, a Survey of Promotion Policies and Practices (Appendix A) was developed by the Bureau of Basic Education Support Services. The questionnaire was mailed to school district superintendents on July 3 and on August 30 a follow-up postcard was sent to districts which had not responded. By October 1, 423 districts (84.6 percent) had sent in usable responses. This report contains the analysis of data from these districts.

Table 1 shows that the respondents were representative of all four classes of school districts. Thus, the information should be representative of promotion and retention practices in the state as a whole.

Table 1

Distribution of Respondents by Class of District

	Number of Respondents	Number of Districts*	Percent of District Responding
First class	2	2	100.0
Second class	59	70	84.3
Third class	336	396	84.5
Fourth class	26	32	81.3
Total	423	500	84.6

*Based on the 1970 census data

RESULTS

1983-84 Retentions

One of the respondents noted that his/her district did not keep retention data but had retained some students in 1983-84. Therefore, the retention data in Table 2 is based on 422 districts. These districts reported retaining a total of 67,958 students at the end of the 1983-84 school year. The actual total, though, must be higher since several districts did not include students who were making up credits during summer school and would presumably move to the next grade in September. In addition, the School District of Philadelphia did not report retention data for kindergarten. The number of retentions per district ranged from a low of four to a high of 29,396 and the average was 161. By grade level, the greatest number of students were retained in grades 10, 1 and 9 respectively.

Table 2

1983-84 Retentions

Grade	Total Students Retained in 1983-84	Average Per District[b]	Number Retained For The 1st Time	Number Retained For The 2nd Time[a]	Number Retained For The 3rd Time or more[a]
K	3,701	8.79	3,090	24	0
1	9,458	22.41	5,737	104	0
2	4,456	10.56	2,114	82	0
3	3,011	7.41	1,085	106	1
4	2,509	5.95	848	122	4
5	2,238	5.30	782	135	12
6	2,489	5.90	1,100	283	55
7	6,074	14.39	2,557	699	188
8	4,726	11.20	2,146	611	147
9	9,279	21.99	3,343	800	176
10	9,971	23.63	2,520	470	90
11	5,121	12.14	1,455	286	56
12	4,925	11.67	1,320	173	35
K-12	67,958	161.04	28,069	3,895	764
Number of Districts	422		407	407	407
Average	161.04		68.97	9.57	1.88
Range	4-29,396		0-684	0-319	0-108

a-Total retentions during student's school career
b-Mean

Table 2 also shows the number of students retained in 1983-84 for the first, second and third time or more for the 407 districts which were able to provide the data. The remaining 15 districts did not have information or multiple retentions.

In addition to the analysis of the data from the survey, 1983-84 enrollment data was obtained from the Bureau of Information Systems. This analysis showed that 4.71 percent of the students were retained in 1983-84 (Figure 1 and Table 3). The range in individualized districts went from a low of .36 percent to a high of 17.01 percent. The greatest percentage of students were retained in first grade. This appears to be a reflection of the emphasis in most of the policies on retention on the primary grades, where the research has shown retention to be the most effective academically and the least damaging socially.

FIGURE 1
1983-84 RETENTION RATES

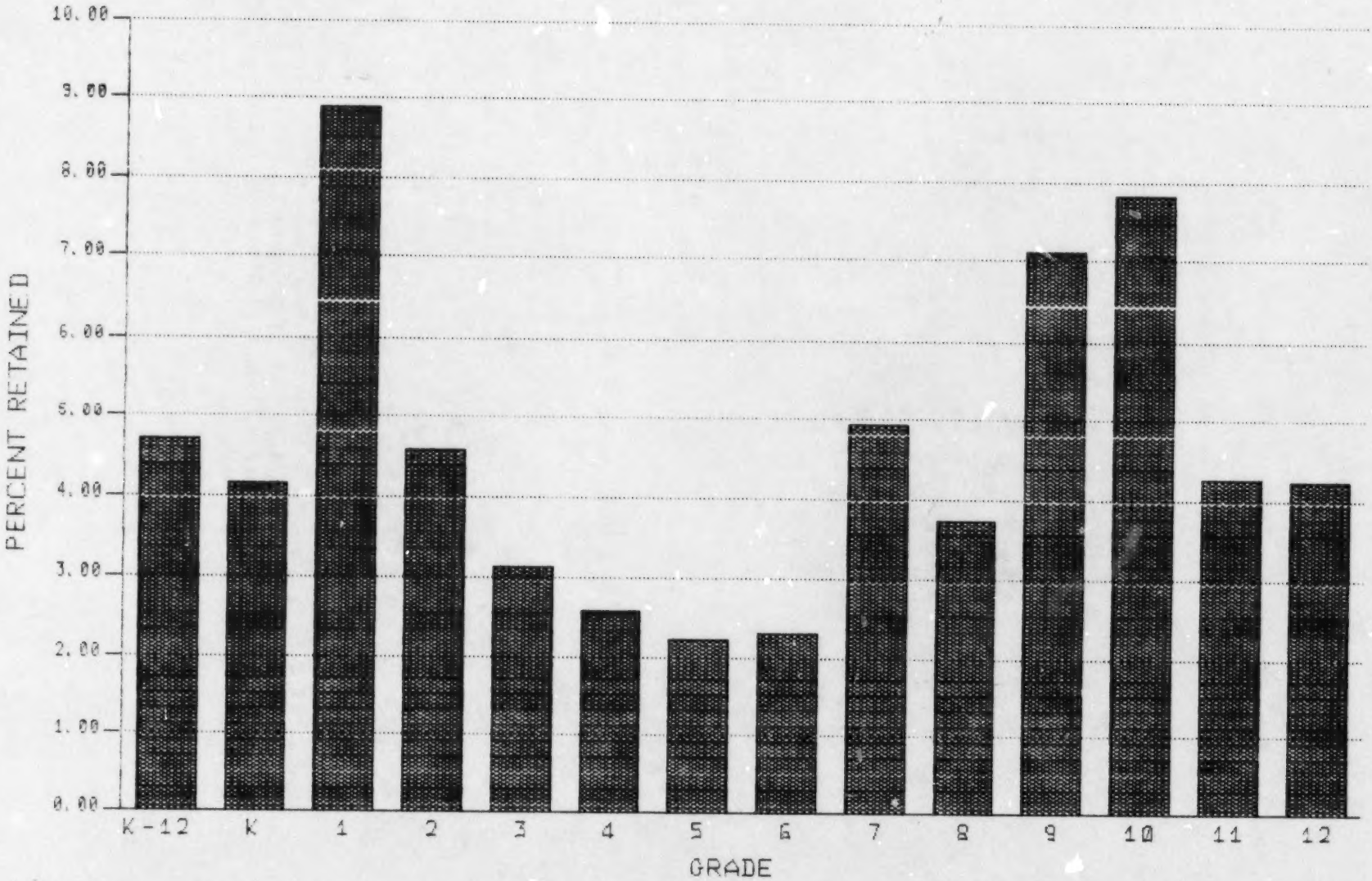

Table 3

1983-84 Retention Rates

Grade	Statewide Average	District Range
K	4.15%	0-25.47%
1	8.87%	0-31.68%
2	4.59%	0-15.32%
3	3.11%	0-13.64%
4	2.58%	0-12.90%
5	2.22%	0- 9.96%
6	6.29%	0-15.16%
7	4.91%	0-31.71%
8	3.74%	0-25.63%
9	7.08%	0-34.28%
10	7.80%	0-32.00%
11	4.25%	0-20.17%
12	4.22%	0-30.20%
K-12	4.71%	.36-17.01%

Three hundred seventy-two districts (87.9 percent) reported that their 1983-84 retention data was typical of the district for the past five years or so. However, the answer did not always apply to all grade levels. Of the remaining 51 districts, 49 reported that their 83-84 retention data was not typical for the past five years, and two did not answer the question. Some of the reasons given for a reduction in retentions were counselor and administrative effort to alert parents of potential retentions, increased efforts to develop appropriate instructional strategies and the use of remedial programs. The primary reasons for increases in retentions included increased graduation requirements and changes in policies and expectations. One respondent noted "We are returning to higher levels of expectancies and some students are not measuring up." Another reported "Secondary retentions are greatly increased due to more demanding promotion/graduation requirements and elimination of social promotions." Other selected narrative comments can be found in Appendix B.

Written Policies and Guidelines

Table 4 shows that 322 districts reported that they had a policy and/or guidelines on promotion and retention. However, only 131 districts sent in a board adopted policy or one that appeared to be board adopted. Of the other 191 districts in this group, several are known to have a board adopted policy but did not send one in with the survey; most appear to have just administrative guidelines or procedures; and some did not send any attachments, so they might have a board adopted policy, guidelines or both.

Table 4

Written Policy and/or Guidelines
on Promotion and Retention

	Number of Districts	Percent
Yes	322	76.3
No	100	23.7
No Response	1	--
Total	423	100.0

Of the 100 respondents who reported that their district did not have a written policy or guidelines, six commented that a policy was being developed. In addition, some of this group commented that each building or level had its own policy or guidelines.

Analysis of the policies in use in Pennsylvania schools suggests that most Pennsylvania school district practice something between merit and social promotion. There are academic standards, but in most cases there are not minimum achievement levels necessary for promotion from each grade. Some students are retained, but retention is considered a serious matter and social promotion is permitted when it appears to be in the best interest of a particular child. Each case is thoroughly and individually evaluated and all options explored. The following quote from one policy rationale appears to represent the general philosophy statewide:

> Retention should be used sparingly and selectively, and it should be considered as a last resort. In each case, other options and alternatives should be thoroughly explored.
>
> Research continues to affirm that non-promotion often does not improve students academically or socially. However, "age" and/or "social promotion" is not always in the student's best educational interest. The consensus of current research is that each case needs to be individually evaluated.

The Board adopted policies in use in Pennsylvania are usually entitled Promotion and Retention and follow the PSBA policy guide. One typical example of such a policy can be found in Appendix C and two variations are in Appendices D and E. Others come under the rubric of Grading, Classification and Promotion of Pupils, Grading/Retention, Promotion Policy and Graduation Requirements, Pupil Progress and Placement or other such titles and follow a different format. In addition, there might be a policy on retention and one on classification and promotion of pupils.

Changes Anticipated

Twenty-seven (115) of the districts said that they anticipated change in their district's promotion/retention policy. The most common change anticipated was revision to conform to the new Chapter 5 Curriculum Regulations. Other changes anticipated included developing a written policy and clarifying policies.

Many of the materials sent in were dated in the 1980s. Hence, 304 districts (72.6 percent) reported that they did not anticipate any changes in promotion/retention policy. However, review of the materials received indicated that some of these districts must make changes to keep their graduation requirements in line with the revised curriculum regulations. In addition, many of the narrative comments mentioned that district policies and standards had already been tightened in recent years or were going to be.

Criteria For Retention

For the most part, the criteria for retention in Pennsylvania schools vary by grade levels. In high school, students have four years to meet the graduation requirements. Some district allow students to move each year to a homeroom of the next higher level regardless of the number of credits passed. Students typically just do not graduate if they do not accumulate sufficient credits. However, one district issues an attendance certificate to students who do not meet the graduation requirements in four years. Other districts retain students in the same homeroom if they do not have a specified number of credits. In a few districts the retention also applies to student activities. An example of the high school credit requirements in two district follows:

Table 5

Credits Required to Pass

Grade	District 1	District 2
9	4	4.5
10	10	9.5
11	15	15.5
12	21.5	22.0

In the middle/junior high school, retention is based primarily on the number of subjects passed. A common standard is failing two or more major subjects, or one major and one minor subject. Some districts also retain students who fail three or more minor subjects. Other districts have criteria such as a quality point average (QPA) below 1.0 or that "students are required to accumulate five credits per year, with credits being accumulated at a rate of .2 times the number of class meetings per week."

At the elementary level, the criteria for retention appear to be less clear cut than at the secondary level. Academic achievement and grades are the primary consideration. Reading is the primary concern in the primary grades, and some districts specify minimum reading levels for each grade. Others state that a child who is reading a year below grade levels hould be considered for retention. Math and language arts skills are also referred to in many of the administrative procedures. However, the decision to retain a student is considered a serious matter. Therefore, professional judgment of what is in the child's best interest is also considered. Many districts list factors to be considered in this decision in their guidelines or procedures. Some typical factors considered are:

- Grades
- Ability
- Achievement
- Age
- Physical maturity
- Emotional and social maturity
- Parental and student attitude
- Attendance
- Previous retentions
- Chance for success at the next grade level

Repeated Retentions

The majority of the district (258) reported that they do not have a policy on the number of times a student can be retained (Table 6). However, in a few cases, the attachments showed that there actually was a written policy that may not be practiced. It should also be noted that 43 of these respondents said that the policy was not written.

Table 6

District Policy on the Number of Retentions

	Number of Districts	Percent
Yes	159	38.1
No	258	61.9
No Response	6	--
Total	423	100.0

Based on the narrative comments, it appears that the 159 districts who reported that they have a policy on the number of repeated retentions includes districts with either a formal and informal policy. The most common practice was no more than two retentions per grade or two retentions between kindergarten and sixth grade. Some other typical practices are as follows:

- Maximum of three retentions K-12.
- Once in K-3, once in 4-8, and any number 9-12.
- Normally no child should be retained more than two years in the elementary grades or more than one year in junior high school.
- Normally do not retain for a second time in a grade.

Limitations on the number of retentions usually do not apply to the high school level due to credit requirements for graduation. However, in some instances it appears that limitations are also practiced in grades 9 through 12.

Social Promotion

The majority of the districts (340) reported that there are conditions under which the district allows promotion regardless of academic achievement. (Table 7) In addition, 11 respondents who checked "no" commented that the practice is used on occasion. The practice is usually referred to as social promotion. However, 46 districts call it transfer, assignment, placement or administrative promotion, rather than promotion, and noted that it is so recorded in the students' records to distinguish it from advancement based on academic achievement. The most frequently cited reasons for such promtions include extreme age differences, prior retentions, a change that retention would likely cause social or emotional problems, and special education status. Some examples taken from the narrative comments or district policies/procedures are as follows:

- A student in 7th grade will be fransferred to 8th grade if he/she is 15 years of age before February 1 of the new school year.
- A student will be transferred if he/she has been in the same grade for two years.
- A student should not be retained unless there is sufficient evidence that he/she will profit by repeating a grade.
- A pupil demonstrating psychological or emotional difficulties in adjusting to normal grade placement may be recommended for promotion if, in the judgment of the principal after consultation with the school psychologist, the guidance counselor and appropriate members of the instructional staff, it is considered to be in the best interest of both the pupil and school.
- A child should be promoted if, because of low ability, he/she has not achieved grade standards, but, in the judgment of the teacher and principal (or psychologist), has worked to capacity.

Table 7
Promotion is Permitted Regardless of Academic Achievement

	Number of Districts	Percent
Yes	340	81.5
No	77	18.5
No Response	6	--
Total	423	100.0

The practice of social promotion by most schools should not be construed to imply that large numbers of students are automatically promoted. Rather, it appears to be a practice that is used infrequently, with discretion and only when it is deemed to be in the best interest of a particular child because he/she would not gain anything by being retained. Each case is carefully and individually considered, often by a child study team consisting of the teacher, principal, reading specialist, special education staff and psychologist. Many factors are considered in the process.

In the most districts the final decision to promote, administratively promote, or retain a student rests with the principal. However, one district requires that administrative promotions be approved by the assistant superintendent, and in two districts they must be approved by the superintendent. A fourth district had a similar proposal under consideration.

Due to graduation requirements and the policy in many districts of retaining high school students who do not accumulate sufficient credits, it appears that the practice of social or administrative promotion occurs most frequently in grades K through 8. The main exception is in the case of special education students. In such cases, advancement is based primarily on the student's Individual Education Program (IEP).

In addition to administrative promotion, several districts noted that they will also promote a student when the parent(s) object to retention. However, in such cases the parent(s) usually must sign a letter indicating that they assume responsibility for the decision and the child's future educational success.

Seven districts noted that they also make conditional promotions in some cases. One of these districts allows a conditional promotion if the parents sign a consent form and contract to have the child make up any deficiencies through a remedial program. Another requires the superintendent's approval of such promotions. If a child does not make up the required work or cannot perform successfully, he/she is demoted. Seven other districts specifically prohibit trial promotions due to the trauma that subsequent demotion might cause.

Exemplary Programs

Sixty-three (15 percent) reported or were judged to have an exemplary program related to promotion/retention based on the materials they sent. One of the most frequently mentioned programs was a transitional or pre-first grade for children who have completed kindergarten and are too advanced to repeat it but not ready for first grade. Some of these are full day programs while others are only half a day, and some are funded by Chapter I. Generally the students do not have the maturation level or the basic skills to do satisfactory first grade work. The pre-first program provides an opportunity for the district to concentrate on developing the basic skills and maturation levels with a smaller class size and special attention for the individual student. Class size is usually 12 to 15 students. Examination of the enrollment data showed that 67 Pennsylvania school districts operated such a program in 1983-84. These programs reportedly reduce retention in later school years. Another variation of this type of program which was reported by two districts is a two-year developmental kindergarten program. Students identified at the beginning of kindergarten as developmentally immature are placed in this program before first grade.

Other examples of programs which were mentioned were regular summer school programs, remedial summer programs, tutoring, a special counseling/study skills class, remedial classes during the regular school year, special alternative education type programs, the use of contracts, competency-based testing for identification of problem and remediation, the use of a promotion committee to make promotion/retention decisions and correspondence courses. In addition, two district reported that they had an ungraded elementary program.

A number of practices referred to in the policies and procedures were also identified as exemplary. These included the following:

- Early identification of problems.
- Maintaining close communication with the home about student progress and problems through parent conferences.
- Making every effort to remediate before retention.
- Putting the plan for remediation of retained students in writing.
- Requiring a follow-up study of retained children by the child study team.
- Requiring a written report of retained children which is to include specific deficiencies and recommendations to the parents to help the child overcome the deficiencies.
- Requiring evaluation by the school psychologist if non-promotion is being considered.
- Changing the retained child's teacher unless the parents want their child to have the same teacher.

Several decision-making models for use in making promotion/retention decisions were also identified as exemplary. These included Light's Retention Scale and the Scale of Critical Factors, which is based on Lieberman's Decision-Making Model for In-Grade Retention. Both are used in identifying children who are likely to benefit from retention. In addition, several school districts had developed their own decision-making models.

APPENDIX A

Person completing this survey:

Name_____

Position_____

Phone Number_____

AUN 1-9

[1] 10

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SURVEY OF PROMOTION POLICIES AND PRACTICES

1. Please complete the following chart with this year's retention data.

Grade	Total Number of Students Retained in 1983-84	Number of Students Retained for the First Time	Number of Students Retained for the Second Time*	Number of Students Retained for the Third Time or More*
K				
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

11-24
25-38
39-52
53-66
67-80
[2] 10
11-24
25-38
39-52
53-66
67-80
[3] 10
11-24
25-38
39-52

*Total retentions during student's school career

2. Is your 1983-84 retention data typical of your district for the past five years or so? If not, please explain. ☐ Yes ☐ No 53

3. Does your district have a written policy and/or guidelines on promotion and retention? If so, please attach a copy to this questionnaire. ☐ Yes ☐ No 54
Comments:

4. Do you anticipate any changes in your district promotion/retention policy? If so, please describe the expected changes. ☐ Yes ☐ No 55

5. Please list your district criteria for retention. If these criteria differ by by grade level, please specify.

6. Does your district have a policy about the number of times a student can be retained? If so, please explain. ☐ Yes ☐ No 56

7. Are there any conditions under which your district allows promotion regardless of academic achievement? If so, please explain. ☐ Yes ☐ No 57

8. Do you know of any exemplary programs related to promotion/retention? If so, please describe. ☐ Yes ☐ No 58

PLEASE RETURN COMPLETED SURVEY BY AUGUST 15 to:

Carol Bellew
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Any questions about this survey?
Call 717-787-4860.

THANK YOU FOR YOUR COOPERATION

APPENDIX B
SELECTED NARRATIVE COMMENTS

Question 2. Is your 1983-84 data typical of your district for the past five years or so? If not, please explain.

Answer: Yes

Yes for secondary, no for elementary. New policy has made a difference in the elementary.

K-6, staff is becoming more responsive to accountability. Grades 7-12, please note that total does not include those students attending summer school outside the district.

Yes at the secondary level; no at the elementary where retention has been reduced due to counselor and administrative effort to alert parents of potential retentions.

Yes in elementary; no in secondary. Senior high figures are slightly higher than in previous years. We are returning to higher levels of expectancies and some students are not "measuring up."

With the exception of an unusual number of kindergarten level students at one of our elementary schools. Retention was recommended due to developmental and readiness level deficits.

In general, this is representative of our district pattern with most retentions occurring in the early primary grades. This year we have a higher than usual number of retentions in the junior high school (7-8).

Yes, for the most grades except 3-5. At these grades, retention has been going down because of increased retention in the lower grades.

Retentions at the high school level only have risen due to harder graduation standards.

Yes in high school; no in elementary. We have reduced the number of retentions by involving the reading supervisor and guidance counselor in working with the classroom teacher to develop appropriate instructional strategies.

K-6 retentions represent a typical year. Secondary school retentions are greatly increased due to more demanding promotion/graduation requirements and elimination of social promotions.

Answer: No

A change of administrative philosophy has occurred.

Through some special handling of 7th and 8th grade students we have seen a reduction at those grade levels. It has been done by the use of some grouping patterns with high-risk students so that special treatment can be given them.

We are finding more K children having emotional/behavioral problems that interfere with their learning.

The district has continually made efforts to reduce the number of failures over the past several years. They include the institution of remedial programs at all levels and the institution of new special education classes, particularly LD classes, which have diminished the number of students retained.

This is typical of the last three years. Prior to that our grade 9 failures were higher. We have had a three level program -- X-Y-Z in the senior high. About four years ago Z level program was reviewed and materials and courses were revised to meet the needs of the ability levels in the group of students, and this has cut down on grade 9 failures.

More children in first grade found to be at-risk in reading and not ready for second grade.

The middle school promotion policy was changed several years ago. Because of this policy change, more students failed in the middle school.

Secondary rate is higher than in the past. Two years ago we adopted graduation requirements similar to Chapter 5 and, as expected, students are having difficulty meeting these requirements.

The district has raised its goals and criteria for promotion. These goals are high yet realistic--the students must meet them in order to be promoted.

New standards were incorporated in the elementary schools this year, thereby increasing the number of retentions. Also, the 7th and 8th grade retentions are usually reversed with the 7th grade having the higher number of retentions.

It's increased due to "media" pressure on school failure, etc. Teachers are looking for a way to say it's not their fault.

An increase in retentions in grades one and two seems to be developing. A possible factor may be the increase in expectations of students as stated in the revised language arts and math curricula.

At grade 10, this is an unusually high number due to the effect of new graduation requirements beginning with this class. Otherwise, the retention rate is typical.

Prior to 1979, the policy of the district was social promotions. It has taken five years to implement the new policy.

The Mastery Learning system was implemented in 1978. It was the intent to move students in their age group and to provide instruction at the various achievement levels of students. It was observed that the span of levels made it difficult to provide effective instruction. During the last two years, therefore, a system for retaining students at grade level to provide time for mastery was implemented.

The retention rate has risen gradually from 10.3 percent in 1979-80 to 17.0 percent in 1983-84.

Since 1982-83, the district has developed a strong transition/remedial approach at the first grade level.

At the beginning of the 1983-84 school year the grading policy was changed. For a student to receive a full credit the student must pass four of the six grading periods. To receive one-half credit the student must pass two of the three grading periods.

We usually have more retentions at our first grade level and fewer at the 7th grade level. The 7th grade retention number has encouraged us to begin an alternative program in our middle school for 1984-85.

Elementary program is ungraded. We keep no statistics on retentions. This year we will have about 10, mostly at the secondary level due to increased graduation requirements.

Elementary is the lowest in eight years because of:
1. More effective screening and remedial programs
2. A team (psychologist, teacher, principal and parent) approach is utilized in determining retention of a student.

Fewer students are being retained because of:
1. The change of the entrance age in 1977 from February 1 to October 1
2. The addition of a transition class of 1980.

In grades 7-12, our data indicates that the number being retained has been declining, which may be the result of remedial programs initiated several years ago on the junior high level.

Question 3: Does your district have a written policy and/or guidelines on promotion and retention? If so, please attach a copy to this questionnaire. Comments:

Answer: Yes

Promotion - Retention Policy (Administrative Guidelines - not board policy). The promotion-retention policy of the Kutztown Area Elementary Schools is not based on the archaic idea that all children can and must attain the same level of academic achievement. It is based instead on such things as academic capacity, academic achievement, physical maturity, social maturity, and emotional maturity. Each pupil who is eligible to be retained due to low academic achievement in important subject areas is considered jointly by the child's teacher, the elementary principal, and the guidance counselor. After studying the child's records carefully, they will try to accurately answer the question "Will this child really benefit by repeating this grade?" If the answer to the question is affirmative, the child is then retained.

At the present time, we are revising all of our district policies through the services of the Pennsylvania School Board Association, but it will not be complete for a few months.

Policy Board 20-4.80 is concerned primarily with graduation requirements but does include an introductory statement on promotion. All Board policies will be reviewed and revised as appropriate during the next few years.

Elementary only. Secondary - we are in the process of revising the guidelines in order to comply with the new Chapter 5 regulations which will be implemented in September, 1985.

Each school (elementary, middle school, high school) has developed specific guidelines based on school district policy.

In grades K-5 the building principal, in consultation with the teachers, counselor, and parents, determines retention based on grades, maturity, and social adjustment.

Grading, classification and promotion of pupils policy. Also have a district policy on promotion and retention.

Pending adoption.

The Promotion Policy for grades Kindergarten through Eight was adopted by the Pennridge School Board on July 16, 1984. It does not include the revised graduation requirements because of the need to resolve concerns about vocational education requirements. As soon as these are resolved, the policy will be revised to include grades nine through twelve.

Answer: No

Separate building policies are attached. This is not a district-wide policy.

Currently being developed. Now up to the individual principal, although all elementary schools and the two junior highs are consistent in their approaches.

No written policy. Practice in the high school is shown by excerpt from principal's handbook.

We follow certain guidelines but we have no written policy.

Policy will be developed in 1984-85 school year.

"Promotion is not automatic. In questionable instances, promotion is determined by the teacher in cooperation with the principal and the parents involved."

Oral agreement only. We plan to develop a written policy this school year.

The high school policy is attached. There is no written policy and/or guidelines on promotion and retention in the middle school or the elementary school.

We have no written policy or guidelines on retention or promotion as such. In grade levels K through four we do not retain a child more than one time. We do not retain children against the wishes of their parents.

What is attached is informal...not board adopted.

Question 4: Do you anticipate any changes in your district promotion/retention policy? If so, please describe the expected changes.

Answer: Yes

All policies will be in written form.

Policy will have to be revised since there is a change in the Chapter 5 regulations. These regulations will benefit the students at the junior high level but not the senior high.

This topic is scheduled for policy development during the fall term of 1984.

I believe the new policy will be more definitive regarding requirements for promotion especially on the secondary level. These changes will reflect all the Chapter 5 regulations.

Stronger emphasis.

A goal for 1984-85 school year will be to study the present policy both written and unwritten and recommend any substantive changes.

A change will be made when our committee completes its study.

During the 1984-85 term a committee of administrators and teachers will review present practices on a K-12 basis with the purpose of drafting a districtwide policy.

It is anticipated that a policy will be passed which provides more specific criteria for retention.

We are developing a minimum competency program.

We are in the process of developing a policy. Details are incomplete at the present time.

Elementary/Revision submitted to School Board for approval - written policy distributed. Beginning with the 9th grade class of 1984-85, we will not be retaining any students in grades 9 through 12. Students will be required to earn a certain number of credits within a four year period in order to graduate.

We plan to make the policy more clearly reflect what we are doing in practice.

The district is presently rewriting the 6000 series of Board policy - Student Services. We are currently in committee reviewing modifications to this series.

We are in the process of revising our retention policy to make it more specific with criteria, parent involvement, etc.

As criteria based tests are put in place by the state for promotion purposes, changes will be made to reflect those requirements.

The new policy will set specific guidelines for retention at the elementary, middle and high school level. Special education will also be addressed.

Answer: No

Just revised in 1984.

Senior high school--grades 9-12 will be meeting new state curriculum guidelines.

No changes are anticipated in the district's promotion/retention policy. The services provided by the district to children who are high risk of failure students will probably increase rather than any substantive changes in written or unwritten policies.

Realignment may occur as the new Chapter 5 curriculum regulations are phased in (e.g., subject that may be counted toward graduation).

Question 5. Please list your district criteria for retention. If these criteria differ by grade level, please specify.

Answers:

In general, any failures of two or more major subjects or credits may be a cause for retention in grades K-12.

Elementary--failing grades, behavior, maturity, etc.
Secondary--failing two major subjects.

Elementary--A deficit or deficits in the following areas: physical, intellectual, social, emotional and maturation levels. All areas are examined through Child Study Procedures before a decision to retain is made.
Secondary--A student may be retained in a particular grade if he/she has failed more than two required subjects or fails to attend summer school or receive private tutoring for subjects failed. Each potential retention is reviewed by a multidisciplinary team including teachers, counselors, psychologist and an administrator.

Elementary (K-5)--Team decision, principal, teacher, parent.
Middle School (6-8)--Q.P.A. below 1.0.
High School (9-12)--Two or more failures in major courses.

Elementary - a) maturity, generally in the primary grades. b) skills not sufficiently developed to successfully manage at a higher grade level.
Secondary - a) 7th-9th grades, failure of two major subjects or failure of two minor and one major subject. b) 10th-12th grades based on earned credits.

Elementary (K-6) - A student is retained if he/she fails two major classes (English, History, etc.) or one major class and is reading at least one grade below grade level.
Junior High School (7-8-9) - Students are required to accumulate five credits per year for promotion (credits are accumulated at a rate of .2 times the number of class meetings per week).
Senior High - Students in grades 10-12 are not retained in 10th or 11th grade, but do not graduate until they have accumulated 17 credits in grades 10-12.

K-6: Staff considers achievement based on student's ability. Reading level and failing grades are most often used as criteria for retention.
7-9: Must pass all but one major subject. Can do this with summer school.
Grades 10-12: Necessary credits for graduation.

Grades K-8 - If a student should fail two or more solid subjects or the equivalent at the proper grade level or achieve below grade level in two or more subjects as a final average at the end of the school year, there is a good possibility that he will be required to repeat the grade.
Grades 9-12 - Students are promoted on the basis of credits successfully completed.

We use a team approach for decision making that includes the teachers, special ed coordinator, and principal. Factors we consider are age, maturity, perceptual abilities, progress in the curriculum and other individual factors.

Elementary - Failing grades: One or more years below grade level in reading, math or language.
High School - Must have the specified number of credits.

Elementary - Professional judgement; based on what is best for the child.
Secondary - Insufficient credits to go to next grade.

See attached policy statements.

Ability, achievement, age, size.

High School - Three or more Fs.

High School - Students must pass six credits a year.
Middle School - Students failing two solids or one solid and two minor courses.
Elementary - Achievement scores, grades, age, teacher recommendation.

Copy of criteria for grades 8-12 is attached.

Elementary - A social, emotional and academic evaluation is done of all students in grades K-3. Retention in grades 4 and 5 is based mostly on academic progress in the major subject areas, especially in the areas of reading and math.
Middle School - Retention is based on the failure of two major subject areas or a major and two minors.
High School - Promotion is based on passing approximately 4-5 units of credit each year in grades 9 - 12.

Grades 7-9 - If fail two major subjects.
Grades 10-12 - Based on number of credits.

Middle School - Fail two or more major subjects.

Grades 7 & 8 - A student will be retained only if more will be gained by retaining the grade. A student may be retained by failing two or more major subjects. A student may be retained by failing one major and two or more minor subjects.
Grades 9-11 - Insufficient credits.

At the elementary level a student's reading and math levels are considered.

Elementary and Middle School - Promotion shall be made according to the progress of the pupil as recommended by teachers and principals. A pupil may be retained by recommendation of the teacher, approval of the principal and in consultation with the parent and school psychologist.
Senior High - On the high school level, satisfactory completion of planned courses shall be determined by the principal in consultation with the teachers. The pupils must complete required courses before they may receive their diplomas but are not retained.

Elementary - Age, previous retentions, ability to profit from retention, recommendation of promotion committee, emotional status.
High School - Insufficient credits.

Junior High - Fail two or more major subjects.
Senior High - Fail required course, attendance (20 or more illegal absences).
Elementary - Ability, achievement, age, maturity, parent attitude, teacher recommendations.

Failed to achieve objectives for grade and/or demonstrate necessary maturation for a successful learning experience on the next grade level.

Academic achievement is the sole criteria for retention.

Question 6. Does your district have a policy about the number of times a student can be retained? If so, please explain.

Answer: Yes

One retention per student in Grades K-8.

As a general rule, students are not retained more than once.

Informally, once only in Primary, once only in Intermediate, and once only in junior high for an entire grade level. Required subjects at the senior high level, if failed, must be taken until satisfactory completion.

Elementary - normally a student is not retained any more than twice on the elementary level. Secondary - failure by subject only.

Unwritten - the general concensus is no more than two retentions in the elementary school K-6.

Once in K-3, once in grades 4-8 and any number 9 through 12.

No written policy, but an understanding that a pupil should not be retained more than once at each level: elementary, junior high, senior high. All potential retentions are reviewed by a child study team before a decision is made.

Primary - 2, intermediate - 1 and junior/senior high - must pass or will be retained.

Retained once in primary (1-3), retained once in intermediate (4-6) and for the most part students are not retained more than once at each grade level namely K-6, junior high and high school.

Elementary - usually maximum two years per grade.

Three times is the maximum in student's educational career K-12.

Answer: No

The need for such a policy has not become evident.

Generally no students are ever failed more than once. The 1983-84 school year was an exception. One student retained for the second time.

Informally we suggest no more than two.

We basically refrain from having a student repeat more than two years in a grade. Alternative programs are investigated when appropriate.

The records of retention show that in most cases a child will only be retained two times from K-8.

We have an unwritten tradition of not more than twice in the primary or intermediate grades and not more than twice at each grade level in the junior and senior high school.

In the high school, retention is based on credits.

Each student is looked at individually and the principal makes the final decision based upon counselor input.

Generally students earn the necessary credits and they are not retained more than twice.

Unwritten guideline is twice. However, it may be exceeded in unusual cases.

A policy setting a limit on the number of times a student may be retained is under consideration.

Question 7. Are there any conditions under which your district allows promotion regardless of achievement achievement? If so, please explain.

Answer: Yes

Yes, but only after a conference which would include the teacher, principal, director of elementary or secondary education and review by the superintendent.

Grades K-8, yes, if student presents unusual social, emotional or academic needs.

Extenuating social and/or emotional circumstances. Senior high school students must attain a prescribed number of credits.

When age is a major factor. When parents have strong feelings for promotion and are willing to sign a letter of responsibility.

In the middle grades, occasionally, age and maturity are used to arrive at a decision as to whether a students should be retained or promoted.

Special education students are viewed differently and we also would make exceptions in some cases where social/emotional conditions are so pronounced that retention would not resolve the student's problems.

If retention is likely to cause social or emotional problems. Recorded as transferred on the report card.

Students that are two or more years over age and students in special education.

Mental age, chronological age, social maturity.

Promoted based on age.

Special education student will be promoted on occasion if academic achievement is low, provided child is working up to ability.

Consideration may be given to such factors as age and social/emotional evaluations.

In the special education program.

Depends on the individual needs of the student. Parents have the final vote on any retention question.

When school administrators feel that repeated failure is not worthwhile.

Teacher-principal professional judgement in consultation with parents.

When the age of a student is such that he is totally out of his social grouping he may be promoted. This is very rarely done.

Answer: No

Said no but policy states "in no case should a child be required to repeat any grade more than once, nor more than any two grades in elementary school. Social promotions may be made in these instances."

If credits and requirements for promotion are not achieved, and retention is not in the best interests of the child, the student is transferred to the next grade.

Possible exception under most extreme circumstances.

Academic achievement is never disregarded, but other criteria may influence the principal's recommendation to promote or retain a pupil in a particular grade. Although the high schools do not set academic requirements for movement from one grade-level homeroom to the next, all students must demonstrate academic achievement by passing the required courses before promotion from 12th grade.

There is a possibility an elementary student will be placed in the next grade even though achievement may not warrant promotion.

We have promoted a select few students when they have repeatedly failed 9th grade. This has been done to give them a final chance to complete their education and it has been tied to our general guidelines on vo-tech, which requires entrance in that program only after 9th grade.

Checked no, but reported that students in grades 7-9 are not usually retained unless they have not attended school on a regular basis.

If in the best interest of the student and the school, superintendent must approve.

May be promoted on age based on teacher and principal recommendation.

Progression, attitude, perseverance, ability level.

However, extenuating individual circumstances would certainly be considered.

Use placement if needed.

Academic achievement or lack of it is always a consideration when retention is being considered.

But, in special education situations, the Individualized Educational Program often becomes a factor in promotion or retention.

Question 8: Do you know of any exemplary programs related to promotion/retention? If so, please describe.

Answer: Yes

The Springfield School District's Professional Team Program evaluates each case when promotion is questionable.

Remedial math and remedial reading. Students are placed as determined by general coordinator and director of pupil personnel.

Secondary--we use remedial packets for students who have failed specific subjects. Packets are ordered from The Learning and Evaluation Center, Bloomsburg, PA.

The district has a "Rebound Program" in the middle school.

The best retention policy is a September 1st cutoff date for entrance into school and a well functioning pupil personnel team.

Students in grades 4-6 with failing grades in reading, language arts and arithmetic who are not recommended for retention will be required to pass a remedial summer school course in that subject or will be retained.

In the middle school students who have failed are placed in a self-contained educational setting and permitted to acquire two years to promotion in one year if they apply themselves.

Elementary--two year kindergarten - full day during second year. Transitional or developmental first grade. Secondary--a program of remedial courses offered during the school year.

Light's Retention Scale, a publication of Academic Therapy Publications, Novato, CA, provides an excellent base upon which to develop a retention policy.

To avoid retention our staff is involved in a tutoring program through the direction and supervision of the high school principal.

Elementary--level of work included in grades, i.e., at, above, below grade level.

Students in grade 6 and 7 who fail two or more academic subjects must enroll in Counseling/Study Skills in summer school to be promoted.

East--We have an educational program for pregnant students which enables them to progress with their classmates even though they do not attend classes in our school buildings. We also have an Alternative School as part of our Intermediate Unit 24 which enables students another opportunity for promotion. We offer many courses in our summer school program provided by our school district.

Prefirst--half day in kindergarten, other half in prefirst, a Chapter I program. Student go on to first after prefirst.

Transitional first grade. Full day, maximum 15. Do reading skills first half of the year.

We have developed a proposal for a systemwide student promotion policy which we believe will be exemplary - expected implementation date September 1985.

1. Parent notification after marking period.
2. Parent conference.
3. Special study sessions.
4. Adaptive programs in English, Social Studies, and Science has reduced our drop out rate and retention rate by 50%. Contact the High School Principal for details.

Students who are potential failures are identified as early as possible. These students are evaluated by the teachers, referred to counselor and administration within the grade, who observe, counsel student and staff member, and evaluate further. Further needs are referred to the school psychologist for the same as above. Students found to be in need of remedial reading are placed in Chapter I Program and maintained in their regular classes. Students classified as exceptional are placed in appropriate programs throughout this process. Parents are involved in programming. Even with all of these supplementary programs, failure may still take place, but throughout, the emphasis is on programming to meet the needs of the individual child.

Grades 5-8, parents/guardians are notified of their child/ward status and a contract is devised to insure passing, if the student fulfills his/her part of the contract.

If you are interested, we will provide you with a description of several of our Alternative Programs.

Intensified Education Program at Junior High for students who have failed twice at a grade - can advance two years in one with effort. Can be promoted at end of year to begin in fall of 1984.

Advanced placement for academically talented students.

Private tutoring, summer school or correspondence course.

At the elementary center there is a transitional prefirst grade. Just started last year. Progress is a full day. Go on to first grade after completion. Funded out of regular budget.

District has been given a competency test for several years, must pass to be promoted from grades four to five and from eight to nine and to graduate. Is on hold due to TELLS.

Our district is now in the process of developing a remedial teaching team at the Middle School and students identified as needing remedial work in the basic subjects will be assigned to this teaching team for 1984-85 school year.

We have moved from total Social Promotion to a retention rate for 1983-84 of 10.2%, with only one complaint. I feel we have an exemplary program. In addition, all extra curricular activities other than clubs carry a requirement for the student to maintain a "C" average to participate. This policy was initiated for all students in September, 1983. The policy was phased in over a four year period.

Began a program in the summer of 1984 in cooperation with the Bloomsburg Learning and Evaluation Center.

Building and district level pupil personnel students referral and assessment. Competency Based Education testing required at various grade levels for identification and remediation. Successful passage required at the twelfth grade level for graduation. Began with class of 1983. Special education students are exempted.

We operate a "Learning Resources Program" at the high school for students who do not qualify for special education and who are not achieving academically on grade level.

Elementary-inform parents of steps the school should take to remediate problems by midyear, form for conference. Junior High-placement.

I believe the criteria that we use are good; also, the work of Academic Therapy Publications, Novato, California, is worthy of consideration.

District has prefirst classes.

We feel that our program is an excellent one which recognizes a good balance between a desire for high academic achievement for all students and a sensitivity to the ever struggling student with academic, family, and personality difficulties.

District has a prefirst grade.

We have an "Early Learning Program" for children old enough for first grade but not "ready" for first grade. They attend school 180 (½ days). This program has reduced our first grade retention list considerably.

The Centennial School District has implemented a two-year developmental kindergarten program. New kindergarten entries are administered the Gessel readiness test prior to the beginning of school. Those students identified as developmentally young are placed in a two-year kindergarten cycle prior to entry into first grade. The second year of kindergarten for developmental students is not considered to be a retention year. Between 30-40 percent of new kindergarten entries are placed in this program.

District has prefirst grade, uses Light's Retention Scale and has a retention guide.

The Pottstown Senior High School requires a student to complete a minimum of 27 credits (specified and elective) for graduation. Promotion from one grade level to the next is determined by the following credit system:

Grade 9 to 10	Minimum of 6 credits
Grade 10 to 11	Minimum of 13 credits
Grade 11 to 12	Minimum of 20 credits
Graduation	Minimum of 27 credits

Special programs for retainees.

A remedial program is offered for students who score below 8.5 on the ninth grade Stanford Diagnostic Math test.

We had an alternative program for the seventh and eighth grade. Students that had to be eliminated for financial reasons.

Promotion committee, elementary and middle schools.

Lights' Retention Scale, H. Wayne Light, Ph.D., 1024 Second Street, Santa Rosa, California 95404.

Starting new kindergarten program 1984-85. Designated at risk but eligible for kindergarten, half day for first year, special program, full day special program next year. Dropped transitional program.

We have a prefirst grade program for kindergarten children who are not developmentally ready for first grade. Although this program does not use academic achievement as a criteria for admission, it should be considered as a preventative measure to failure in the primary grades.

Although we are not aware of any programs other than the Promotional Gates Program in the New York City Public Schools, we expect to study the research on various programs and formulate a program in our district that will be exemplary.

I feel that our program meets the needs of the students in our district.

Team approach, including program description for the year of retention.

Our retention policy with required notice and parents involvement.

Sometimes students may be eligible for a "P" grade. Such students may work extremely hard but lack basic skills or innate intelligence. We determine eligibility through the guidance department testing program.

Checklist for promotion/retention.

Transition Program-Step between kindergarten and grade 1 for students who need additional time to develop socially and emotionally. School and parent(s) must be in agreement on this placement.

Answer: No

We will be undertaking a study to update our policy. Any help you can provide will be appreciated.

None. I know of no studies that really show any benefits from retention. I personally am totally against retention and I have never seen a case where it helped. It only extends the agony of school for the typical pupil retained.

We would appreciate you sharing any with us that this survey may produce.

Students must pass the required courses as outlined by the PDE.

District has a prefirst grade. Also raised age for admission to kindergarten from September 1 to October 1.

But I refer you to Holmes, C. Thomas and Matthews, Kenneth M., "The Effects of Nonpromotion on Elementary and Junior High School Pupils: A Meta-Analysis, Review of Educational Research, 54, 225-236.

We have tried to provide promotion/retention policies that are fair for students and driven by academic achievement.

We are currently requesting data from school districts and related literature sources.

But we feel that we are very much aware of the pupil's emotional needs as well as his scholastic ability.

We have looked at several (Elwood City/Master Learning) and although some very positive aspects exist, there are also serious concerns that must be resolved before one can consider the "Program" to be exemplary.

Presently reviewing literature from many sources.

District has a transitional first grade.

APPENDIX C

POLICIES of the COMMODORE PERRY SCHOOL DISTRICT

No. 211
Section PUPILS
Title PROMOTION AND RETENTION

Date Adopted January 11, 1982

Guide		Reference
INTRODUCTION	The Board of School Directors of the Commodore Perry School District recognizes that the personal, social, physical, and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.	
POLICY	It shall be the policy of the Board of School Directors of the Commodore Perry School District that each child be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development.	§1531 §1611
	Such patterns coincides with the system of grade levels established by this Board and the instructional objectives established for each.	
	A student will be promoted to the succeeding grade level when she/he has:	§1532
	1. Completed the course requirements of the presently assigned grade.	
	2. In the opinion of his/her teachers, achieved the instructional objectives set for the present grade.	
	3. Demonstrated proficiency to move ahead to the educational program of the next level.	
	4. Demonstrated the degree of social, emotional, and physical maturation necessary for a successful learning experience at the next learning level.	
DELEGATION OF RESPONSIBILITY	The Superintendent shall develop procedures for promotion and retention of students which will:	
	1. Require the recommendation of the classroom teacher for promotion or retention.	§1532

POLICIES of the COMMODORE PERRY SCHOOL DISTRICT

No. 211
Section PUPILS
Title PROMOTION AND RETENTION

Date Adopted January 11, 1982

Guide		Reference
DELEGATION OF RESPONSIBILITY (Con't.)	2. Require that parents are informed in advance of the possibility of retention of a student at grade level no later than March 15th, of the school year, unless there are unusual circumstances. 3. Assure that every effort will be made to remediate the student's difficulties before she/he is retained. 4. The Superintendent will have the final responsibility for determining the promotion or retention of each student.	

Bellefonte Area School District

Section PUPILS

Title PROMOTION/RETENTION

BELLEFONTE AREA SCHOOL DISTRICT

Date Adopted November 19, 1982

Guide		Reference
	215. PROMOTION/RETENTION	
1. Purpose	The Board recognizes that the personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.	
2. Authority	It shall be the policy of the Board that each child be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development.	§ 1531 § 1611 § 1613
	Promotion	
	Promotion should be determined on the basis of the individual pupil's growth. This policy requires continuous study and analysis of the pupil's cumulative records. Academic attainment should be given primary consideration in determining promotion. There are also other factors related to the pupil's ability and performance that should be considered when placing him where he can do his most effective work. Thus, in determining whether a pupil should be promoted the teacher should take into consideration, in addition to academic attainment, such factors as the pupil's chronological age, mental age, social growth, physical development, emotional status, effort, and purpose.	
	When a pupil is properly classified he is engaged in a program of work which is a reasonable one for his ability and needs. The wide range of abilities among pupils make classification difficult. Consequently, when pupils are received from the next lower grade, teachers may occasionally find that some adjustments are indicated. Such readjustments should be made only after a reasonable time and after consideration of all the factors concerned.	

A promotion committee in the middle and elementary schools, composed of counselors, teachers, and administrators determine on an individual basis those students to be retained. Criterion considered includes success in the total program for that year, previous retention, emotional and social development and the impact retention will have on the student's future educational success.

Retention

A. Pupils who do not measure up for promotion should be retained in the grades one through three. It is quite difficult to set up criteria for retaining pupils as each individual case differs from others. Teachers should confer with their principal and guidance counselor when planning to retain any pupil.

B. Teachers of the intermediate levels must deliberate carefully and consult with the principal, whenever it is felt necessary to retain a pupil. It is important to consider the social implications when retaining an intermediate pupil.

C. Consideration for retention should be based upon one or more of the following factors:

- One-half year or more below grade level placement in reading.
- Little or no progress in the majority of other academic areas.
- Achievement below capability.
- Evidence of social and/or emotional immaturity.

D. Send a note of explanation to the parent--no later than February. A form for this purpose may be obtained from the building principal.

3. Delegation of Responsibility

The Superintendent shall develop procedures for promotion and retention of students which:

- require the recommendation of the classroom teacher for promotion or retention. § 1532
- require that parents are informed in advance of the possibility of retention of a student at grade level and no later than February of the school year, if possible.

- assure that every effort will be made to remediate the student's difficulties before s/he is retained.

- assure that a program of remediation is developed for the student for the year of retention. — 22 §§ 5.12

- assign to the building principal the final responsibility for determining the promotion or retention of each student.

School Code — §§ 1531, 1532, 1611, 1613

Pa. Code (Title 22) — §§ 5.12

Shenandoah Valley School District

Section PUPILS

Title PROMOTION AND RETENTION

SHENANDOAH VALLEY SCHOOL DISTRICT

Date Adopted November 12, 1981

Guide		Reference
	215. PROMOTION AND RETENTION	
1. Purpose	The Board recognizes that the personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.	
2. Authority	It shall be the policy of the Board that each child be moved forward in a continuous pattern of achievement and growth that is in harmony with his/her own development.	§ 1531 § 1611 § 1613
	A student will be promoted to the succeeding grade level when s/he has completed the course requirements at the presently assigned grade and in the opinion of his/her teachers and principal, achieved the instructional objectives set for the present grade and demonstrated the degree of social, emotional and physical maturation necessary for a successful learning experience at the next learning level.	§ 1532
3. Delegation of Responsibility	The Superintendent shall develop procedures for promotion and retention of students based on the following criteria: Primary Level (grades 1 - 3): Students must satisfactorily complete work in the areas of mathematics and language arts. Students are required to master the following reading level in each grade: Grade 1 - Mastery reading at Level 4 Grade 2 - Mastery reading at Level 6 Grade 3 - Mastery reading at Level 8 Intermediate Level (grades 4 - 6): Students must satisfactorily complete work in the major subject areas of reading, mathematics, language arts, social studies and science. A final failing grade in two (2) or more of these areas could result in retention of the student at a particular grade level.	

School Code	§§ 1531, 1532, 1611, 1613
Pa. Code (Title 22)	§ 5.12